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## AND

### EDUCATIONAL NEWS.

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### THE CHARGE OF THE COURT BRIGADE.

(From Punch.)

Half a yard—half a yard—  
Half a yard onward,  
Through the first crush-room  
Pressed the Four Hundred.  
Forward—the Fair Brigade!  
On to the Throne, they said;  
On to the Presence-room  
Crushed the Four Hundred.

Forward, the Fair Brigade!  
Was there a girl dismayed!  
E'en though the chaperons knew  
Some one had blundered.  
Theirs not to make complaint,  
Theirs not to sink or faint,  
Theirs—but words cannot paint  
Half the discomfiture  
Of the Four Hundred.

Crowds on the right of them,  
Crowds on the left of them,  
Crowds all in front of them,  
Stumbled and blundered;  
On through the courtier-lined  
Rooms—most tremendous grind—  
Into the Presence-Room,  
Leaving their friends behind,  
Passed the Four Hundred.

Flushed all their faces fair,  
Flushed all their jewels rare,  
Scratched all their shoulders bare,  
Thrusting each other—while  
Outsiders wondered;  
Into the Presence Room,  
Taking their turns, they come—  
Some looking very glum  
O'er trains sore sundared,  
Kiss hand, and outward back,  
Fagged, the Four Hundred.

Crowds to the right of them,  
Crowds on the left of them,  
Crowds all in front of them,  
Stumbled and blundered—  
Back through more courtier lined  
Rooms—O, tremendous grind!  
Debutantes thirst pined  
For ice or cup o' tea;  
No sofas horse-hair lined,  
Not a chair or settee,  
Poor dear Four Hundred.

Mothers to rage gave vent,  
Husbands for Broughams sent,  
While at mismanagement  
Both sorely wondered.  
Not till the sun had set,  
Not till the lamps were lit,  
Home from the Drawing-Room  
Got the Four Hundred.

### Educational Notes.

Mr. B. G. Northrop has produced a most valuable and interesting report of the state of education in Connecticut for the past year. \$1,477,442.72 has been expended; 133,528 pupils have been taught; eight teachers institutes have been held.

At the Maryland State Teachers Association Prof. William Elliott, jr. was elected President, and A. G. Harley, Secretary.

It will be remembered that Harvard University offered to give all ladies who should apply to it, an examination and if this was successfully passed to give a certificate which would in effect be like granting a degree. Only seven ladies offered themselves.

They are talking in Indiana of abolishing the office of County Superintendents. This would be a step in the wrong direction.

No better evidence of the progress of Syracuse University could be given than that a new building is to be erected for its medical department.

Russia is certainly moving in the direction of a general education of its people. There are now eight Universities; and in Moscow women can attend the University. In fact, special attention is being paid to the education of women.

Prof. William E. Parsons has been appointed to the professorship of mathematics in the Japanese College at Yedo, Japan. The Japanese evidently believe in American institutions.

In Springfield, Illinois, the public has been greatly agitated because the school board proposed to substitute ladies in the place of two popular gentlemen principals.

Boys are now received in the Boston Latin School at nine years of age, and they pursue a course that requires nine years to complete.

In the Cincinnati University they teach wood carving, and have large classes and much enthusiasm.

There are in Kansas 200,000 children between the ages of 5 and 18.

President Fairchild addressed the teachers at Put-in-Bay on "The Personal Power of the Teacher." We intend to give some extracts from this valuable address.

Good for the ladies! In London the first prize in jurisprudence was won by a young lady; and the second prize in the same study was won by a young lady, also.

Helen O. Wyman, Lizzie A. Colligan, Mary J. Backup, Susan G. B. Garland, and Ellen R. Cole, in the Comins district, Boston.

Warren T. Copeland, widely known in the fraternity of teachers from his service in Milton and Watertown, as well as by his genial presence at the association, is doing temporary service in Cambridge.

Jessie A. Kenniston is confirmed as teacher in the Dearborn district, and Ellen T. Noonan in the Norcross district.

L. F. Ward, formerly superintendent of schools at Northampton, has become principal of the Bellows Falls High School.

Prof. E. S. Morse of Salem has received a appointment as instructor on molluscs at the Anderson School of Natural History on Penikese Island.

Prof. Young of Dartmouth College has accepted the invitation of the government to go to China with the scientific expedition to observe the transit of Venus.

A. H. Heap, the Amherst High School principal, will leave at the close of the present term on account of ill health.

Prof. Chas. C. Bragdon of Jennings Seminary, Aurora, Illinois, has been elected principal of the Lassell Seminary at Auburndale, to succeed the Rev. Chas. W. Cushing, whose resignation takes effect at the close of the present term. Mr. Cushing resigns solely on account of the continued ill health of his wife, and will accept a pastoral charge.

Rev. Dr. A. P. Peabody, of Harvard University gives the anniversary address before the young ladies of the Oread Institute at Worcester, next commencement.

Edward Ingraham, who has been superintendent of the State Reform School at Manchester for about five years, resigned last week, but whether he will accept the invitation to become superintendent of the Connecticut Reform School is not known. David Gillis, who has been one of the trustees of the institution for more than ten years, has also resigned.

HOLLISTON.—Supt. of Schools. At a special meeting of the School Board, held on Tuesday evening, Rev. B. G. Johnson was re-elected Superintendent of Schools, in accordance with the recent wise determination of the town to continue a system which has proved most satisfactory during the past year.

LYNN.—School Committee. A regular meeting of the Board of School Committee was held last evening, President Hill in the chair, Miss Abbie Grant and Miss Georgiana Lewis were elected teachers in the Holly Street Grammar School. Miss Mary L. Chapman was elected an assistant in the Howard Primary School, vice Miss Lewis resigned. The question of providing additional accommodations for pupils of the public schools was discussed, but no action was taken.

PORTSMOUTH, N. H.—Mr. Aurin M. Payson, Principal of the High School, has resigned his position, and has accepted the Superintendency of a school at Wakefield, Mass. We are informed that an able female preceptress, whom the committee have in view, will be invited to fill the duties of head teacher of the Girls' High School, with Miss Kate Hooper now of the Haven School of this city, as assistant. If this change brings with it the fruits that its friends anticipate, it will without doubt place our High School on a par with other schools in New England of like grade.

The many friends of Prof. James K. Hoemer, formerly of the Unitarian Church in Deerfield, and now a professor in the State University of Missouri at Columbia, will be interested to hear that he has received a most desirable appointment to a professorship in the Washington University at St. Louis, and will enter upon his duties there in the early autumn.

Eli S. Sanderson, of Newton, graduates from the advanced or classic course of the Bridgewater Normal School. He had experience in teaching before entering upon the advanced course, and hence comes forth specially fitted for his work.

E. Emma Grover, a graduate of Bridgewater Normal School, has been appointed teacher in the Clark school for deaf mutes at Northampton.

Harriet Morse, of the class of '74, of B. N. S., has been appointed principal of the Grammar School at Wollaston Heights. Salary \$800.

Miss Clara Bartley, for several years, past teacher in the Eastern State Normal School, Maine, has closed her labors, having withdrawn from the ranks of the profession for duties more congenial.

Sarah E. King, principal of the Oak Hill School, Newton, resigns her position at the close of the present term, after a service of five years in the school as assistant or principal.

## College Department.

### INTERCOLLEGIATE BOAT RACE.

#### COLUMBIA THE WINNER.

The great intercollegiate race came off on the 18th of July, and was a great success. The only thing which seemingly marred it in the least was the quarrel between Yale and Harvard—but this did not detract from the merit of those who rowed the entire race like men.

The announcement that the University race would come off Saturday the 18th ultimo, without fail, had the effect of attracting some twenty thousand people to the lake. Their appearance on the grand stand and on the sloping shores was exceedingly picturesque. The fair sex, of whom there was a large proportion interspersed among the throng and wearing the different colors of the several college crews, added not a little to the liveliness of the scene. Next to the grand stand, just under Leslie's villa, was the place particularly reserved for the collegians of the many colleges here assembled and their friends. Running the entire length of this stand at an interval of some twenty feet, the banners, or rather pennons of the several colleges represented were displayed to the breeze after the manner of the tournaments of "ye olden time," when knights in the presence of fair ladies contended for the victory. The effect of this grouping was quite singular. Here appeared under one banner a mass of "Brown," next one of "Orange," here the "Blue," and again "Magenta," so on through all the various colors.

Owing to the water of the Lake being rather rough at the time appointed for the race to begin, the starting was necessarily delayed. Nevertheless, such was the general kindly feeling, that, far from grumbling, the immense concourse of people bore the delay with the most perfect good humor. Indeed, general hilarity reigned supreme. The band (Sullivan's of Albany) discoursed splendid music, and once in a while a fisherman trolling for bass, would pass the stand to the infinite amusement of the spectators. One wished to get into his boat and offered ten dollars for the privilege, but when told that he would spoil the luck, retreated amid the roars of the multitude. Then again, just as the fisherman had disappeared, Mr. Record, with his camera, came on the scene and "kept the attention of the audience" for several minutes taking views of the various stands; and finally, just as all had exhausted these sources of amusement, Mr. Hegeman, with a patent boat of canvas and cork, showed to the people the convenient manner in which they would all be saved in case of a collision at sea. At this point, 5 o'clock, a gun booming from up the lake suddenly arrested the attention of all. It was the warning to "get ready." All eyes were accordingly strained toward the upper end of the lake.

#### THE START.

It took about half an hour to get the crews all out from Columbia's quarters. There was no hesitation or delay, as there had been two days before. Like a battle, long deferred, the contest was now inevitable, and the oarsmen, like tried soldiers, seemed to feel that the struggle was now certainly at hand. They were all on hand and moved with alacrity. The water was perfect. For an eighth of a mile from the start the surface was glassy as a mirror. The

rest of the course was disturbed by a faint ripple, making it better for both oarsman and spectator. It took but a few minutes to get the boats to their respective stakes, and in a very brief space of time all were ready, each slender craft, with its eager young crew, poised on the burnished surface of the water, its counterpart reflected sharply in the depths below. It was a moment of intense suspense broken by the crack of the starter's pistol. Like keen darts propelled by thews and sinews of steel the nine shells cleft the waters. From a dozen throats aboard the press boat, came the query—

#### WHO LEADS?

At the end of the first half mile, Columbia's boat showed clearly ahead by a length, the other crews nearly in line. Yale started moderately, not pulling over 30 or 31 strokes to the minute. Harvard was also pulling slowly. The first half mile of the race was not specially interesting. At the first

#### MILE STAKE

things began to grow interesting. Columbia had maintained her lead from the start, with three other crews, Harvard, Yale and Wesleyan close behind. The other five had fallen back somewhat, Princeton and Trinity jogging along, picnic style, at the rear, Dartmouth, Williams, and Cornell struggling in the intervening space. Here the blue caps of Yale were observed to slide gradually ahead, and for a moment there were

#### FOUR CREWS IN LINE,

or very nearly so. Looking across from the press boat it was a jumble of heads, Blue, Magenta, White and Lavender mingling in the gay rout. This was another moment of intense excitement, and eager eyes watched keenly to see which prow should first break the line. Out of the ruck came a prow and a blue cap, and "YALE IS AHEAD!"

was the cry. It is hard to tell precisely how the boats shifted just here. It was plain to be seen, though, that Yale was leading slightly, and that there was not much difference in the relative position of the other three, Harvard, Wesleyan and Columbia. Suddenly Harvard appeared to spurt. The four leading boats drew closer together again. All seemed to be not only nearly even, but very close together, and no boat had anything more than a slight advantage. It was apparently the turning point in the race, and so it proved, for as we gazed, one boat—Yale—suddenly stopped, one or two of the crew raising a hand, as if protesting, or claiming "foul." Harvard also behind a little, while Columbia and Wesleyan went on, Columbia gaining a handsome lead of one or two lengths. This was the turning point in the race. The

#### LAST MILE

afforded an interesting struggle between the Wesleyan and Harvard crews. The Wesleyans claimed that they labored at a disadvantage on account of Columbia's taking their water, giving Harvard a lead of a length or more over Wesleyan, but as soon as they got clear of Columbia's wash they overhauled Harvard, passing her about opposite the Wesleyan's boat-house, within a quarter of a mile of the finish, and taking second place easily.

#### WHAT THEY SAY ABOUT IT.

A race is a race. The Judges and the referee have made their decision, from which there is no appeal. Yet there are two crews here that believe implicitly that the race would have been

the Yale and Wesleyan respectively charge unfairness to Harvard and Columbia. Capt. Cook stated positively Saturday that Bacon, starboard stroke of the Harvard, raised his oar and striking viciously down, disabled Yale's rudder, following it up with a punch at the Yale boat. Kennedy also declares that he saw Bacon's eye fixed on Yale's rudder, noticing him raise his oar at least three feet above the Yale boat, and then, as it came over the rudder, fetch it down hard, breaking the brass strap attached to the gearing, and disabling the rudder. Kennedy also says that last year at Springfield Yale could have smashed Harvard's rudder had they been disposed. He admits that Cook taunted Harvard a little as they went past them, calling Dana by name and telling him that he could not win the race; that the Harvard men could not hold out, etc. Mr. Kennedy seems to think it doubtful which crew deflected from its right course, but that whether it was Yale or Harvard, it was unfair for Harvard to smash Yale's rudder. He says that the act exasperated Cook, and that he thinks he did give the order "starboard, hard!" after the rudder was broken, and that in pulling hard, Brownell of Yale broke his oar. Cook and Kennedy both say that the Yale crew was in splendid condition when disabled, and that they had not yet spurted at all, nor pulled over 32 strokes to the minute. They felt that they had the race in their own hands.

The statement made by the Harvards is to the effect that on the pulling alongside of Yale the latter threw out some taunting exclamations as to winning the race, and tried to pull across Harvard's bow, and in doing so the oars were locked and Harvard's starboard oar accidentally struck Yale's rudder. Mr. Dana says that he repeatedly warned Cook that there would be a foul, and that if there was one it would be Yale's fault.

Capt. Eustis of the Wesleyans, on being asked his opinion as to the foul, said that he had his hands full with Columbia who kept dodging across his course, giving him their wash repeatedly. He thinks that Columbia behaved very unfairly, but as soon as he got clear of her he passed ahead of Harvard and gained steadily on Columbia.

#### WHO WAS FOURTH?

As to who came in fourth and fifth there is some dispute. The Judges assigned fourth place to Williams, fifth to Cornell, and sixth to Dartmouth. But the gentlemen who occupied the signal stand at the finish were unanimous in awarding fourth place to Dartmouth and fifth to Williams. We have had placed in our possession affidavits to the effect that Lieut. Commander A. R. McNair, U.S.N., L. H. Cramer, Civil Engineer in charge of Signals, Wm. L. Stone, of the *College Review*, Assistant Timekeeper, and Charles H. Teft, Jr., all of whom were on the signal stand, west end of the finish line.

#### THE JUDGES' DECISION.

The following is the Judges' decision:

#### JUDGES' DECISION RENDERED AT 5:30.

The following positions were agreed upon as attained by the crews respectively:

Columbia 1st, Wesleyan 2d, Harvard 3d, Williams 4th, Cornell 5th, Dartmouth 6th, Princeton and Trinity doubtful, Yale 9th.

On account of the resignation of the timekeeper, communicated to the Judges immediately before the departure of the Referee boat



for the starting point, no official time has been reported to them. The following claims of "foul" made to the Referee, in accordance with rule XI were decided as follows: Harvard vs. Yale, and Yale vs. Harvard. Harvard's claim disallowed in accordance with rule XIV. Yale's claim not entertained, as Yale violated rules VII and VIII, under which the race was run. Wesleyan vs. Columbia not sustained, as the steering of each boat was somewhat wild, with no apparent wilful attempt at foul. This decision was in accordance with rule XIV.

Referee, Wm. Wood.

Judges. { Wm. H. Brocklesby.  
Rufus Anderson,  
Richard Cross,  
Parker C. Chandler,  
C. De R. Moore.

#### THE TIME TAKEN AT THE JUDGES' STAND.

L. H. Cramer, Commodore Brady, W. L. Stone, Commodore McNair, and Wilbur Flagg were on the grand signal stand with powerful glasses and stop watches. They make the positions of the crews and the time of each as follows:

1. Columbia, 16.42½
2. Wesleyan, 16.50.
3. Harvard, 16.54.
4. Dartmouth, 17.8½.
5. Williams, 17.31.
6. Cornell, 18.
7. Trinity, 18.23.
8. Princeton, 18.38.
9. Yale, (not in.)

Notwithstanding the decision of the Judges, this is undoubtedly a more correct list of times and positions.

#### REGATTA RULES OF THE ASSOCIATION OF AMERICAN COLLEGES.

I. All races shall be started as follows:—

The starter shall ask the question, "Are you ready?" and receiving no reply after waiting at least five seconds, shall give the signal to start, which shall be the word "Go."

II. If the starter considers the start unfair, he shall at once recall the boats to their stations, and any boat refusing to start again shall be ruled out of the race.

III. A start shall be considered unfair if, during the first ten (10) strokes, any of the competing boats shall be disabled by the breaking of an oar or any other accident.

IV. No fouling whatever shall be allowed.

V. It is the province of the Referee, when appealed to, but not before, to decide a foul, and the boat decided by him to have fouled, shall be ruled out of the race.

VI. In case of a foul, the Referee, if appealed to during the race, shall direct the non-fouling boat to row on, which shall in every case, row over the remainder of the course in order to claim the race.

VII. It shall be considered foul when, after a race has commenced, any competitor, by his oar, boat, or person, comes in contact with the oar, boat, or person of another competitor, and nothing else shall be considered a foul.

VIII. Any competitor who comes into contact with another competitor, as defined in rule VII, by crossing into his competitor's water, commits a foul; but when a boat has once fairly taken another boat's water by a clear lead, it has a right to keep the water so taken.

IX. A boat shall be decided to have a clear lead of another boat when its stern is clearly past the bow of the other boat.

X. It shall be held that a boat's own water is the straight or true course from the station assigned to it at starting; but if two boats are

racing, and one fairly takes the other's water by a clear lead, it shall be entitled to keep the water so taken to the end of the course; and if the two boats afterwards come into contact while the leading boat remains in the water so taken, the boat whose water has been so taken shall be deemed to have committed the foul; but if they come into contact by the leading boat departing from the water so taken, the leading boat shall be deemed to have committed a foul.

XI. The Referee shall be sole judge of a boat's straight or true course during every part of the race.

XII. If any race in which more than two boats start, a foul takes place, and the boat adjudged by the Referee to have been fouled reaches the winning-post, the race shall be decided as the boats come in; but if the boat fouled does not come in first, or if the Referee is unable to decide which boat has committed the foul, the race shall be rowed over again, unless the Referee shall decide that the boat which came in first had a sufficient lead at the moment of the foul to warrant its having the race assigned to it.

XIII. A claim of foul (which must be tendered by the captain of the crew considering itself fouled, and not by any one on his behalf) must be made to the Referee previously to the crew fouled getting out of the boat.

XIV. Every boat shall stand by its own accidents occurring during the race.

XV. In the event of a dead heat taking place, the same crews shall contend again, or the crew or crews refusing shall be adjudged to have lost the race.

XVI. No boat shall be allowed to accompany a competing boat for the purpose of directing its course or affording other assistance; and the Referee shall be at liberty to declare any competing boat out of the race that may have derived an unfair advantage thereby.

XVII. No race shall be awarded to any competitor or crew, unless he or they have rowed over the whole of the course.

XVIII. The decision of the Referee shall in all cases be final.

G. F. ROBERTS, H. CORNETT,  
F. A. RICKER, L. BRADLEY, Jr.

Regatta Committee of the Association of American Colleges for 1871.

## Literature.

Written for the N. Y. School Journal.

### THE ATTIC ORATOR, ANTIPHON.

Translated by permission of the author, for publication, from a very recent work, in the French language, entitled, "L'Eloquence Politique et Judiciaire a Athenes, par Georges Perrot, Maitre de Conférences a L'Ecole Normale, Paris, France."

Antiphon, although but casual mention is made of him in the current histories—with the exception of Grote's—of ancient Greece, was one of the most remarkable men of that period of the Grecian history during which he lived.

This remarkable man, who figures at the head of the list of Attic orators in the Alexandrine canon, was both a curious type of the aristocratic Athenian, and also a most valuable author, the teacher and the model of the greatest historian of antiquity, Thucydides.

Antiphon was the son of Sophilos, and was of the demus Rhamnus. This demus was situated on the north coast of Attica, opposite to the island Euboea, in the midst of rough mountains. The date of his birth is the year 480 B. C. Antiphon doubtless belonged to an ancient family, and possessed hereditary influence in the demus in which he was born. We have few details

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concerning the incidents of his life. The biographies of the Pseudo-Plutarch, and of Philostratus, which relate to him, are full of confusion and of contradictions. What remains to us of his works gives us little information concerning his personal history. A page of one of his contemporaries, Thucydides, gives us a better acquaintance with Antiphon than all the prattlings of the compilers. This page reads as follows, namely:

"Antiphon—a man inferior to none of the Athenians his contemporaries in virtue, and also most ready and discreet in devising and deciding upon plans of action, and most eloquent in expressing the results of his reflections; and yet he never presented himself before an assembly of the people, nor voluntarily contended in discussion or debate before a court, or any other public body; but was viewed with suspicion by the people on account of his reputation for eminent capacity. Nevertheless, he possessed most signal ability, for a single individual, to aid, when consulted upon any point, those who were contending in important actions at law, or who were to engage in discussions or debates, whether before a court of justice, or before an assembly of the people. Moreover, he appears to me, when, subsequently to the events that I have just related, a revolution had taken place in reference to the party of the four hundred, and the partisans of the said party were severely treated by the people, and he was arraigned in a criminal action, upon the charge of having committed the capital crime of having been the leader in forming this very party, and in establishing the government of said party, of all men who have lived up to my time to have made the best defence." See Thucydides, viii. 68.

Upon this passage of Thucydides. Dr. Thomas Arnold has, in his edition of the work of that historian, among others, the following note, namely: "How such a writer as Thucydides can extol the virtue of Antiphon, seems at first sight, extraordinary; for, according to Thucydides own statement, (viii. 91 ext.) Antiphon was a traitor to his country in the highest degree; false to that glorious Athens, for whom her noblest sons, Pericles, Demosthenes and Thucydides himself, felt so deep and enthusiastic a love. He was the chief contriver of a dangerous conspiracy, whose means were assassinations, and whose object was the overthrow of the best and happiest state of society then known,—a state of society so just and liberal, when compared with every other at that time, that even the condition of the slaves was benefited by it (see Xenoph. de Repub. Athen. I. §20.) But Thucydides, no doubt, allowed his personal feelings toward his old instructor to influence his general impression of his character, although he would not suffer them to affect his statement of his particular actions. Antiphon was probably a warm and true friend, pure in the domestic relation of life, and honorable in his professional conduct, serving faithfully those who consulted him, and never selling their cause, as was sometimes done, because the opposite party offered him a higher fee. This, so far, was virtue; and if he were guilty of cruelty and perfidy toward his enemies, and if he sacrificed his country to his party, how many eminent men in Roman history, to say nothing of later times, have been liable to the same charge; and how small a portion of mankind, even in Christian countries, have ever understood practically that a good man's virtue is shown not so much in his behavior

toward his friends, or toward the men of his own party, as in his right appreciation of those less generally acknowledged ties which bind him to persons indifferent to him or hostile,—to his country,—to the whole race of mankind,—and to God."

The grandfather of Antiphon, who, doubtless had, according to Athenian usage, the same name as his grandson, was considered, as we learn from some words of the defence of Antiphon at his trial, preserved by a lexographer, to have been implicated in certain factious intrigues,—what they were we know not,—probably as a partisan of the oligarchical faction.

His father, Sophilus, if we may credit the author of those lives of the Ten Orators which have been collected among the works of Plutarch, was a sophist. Sophilus was the first teacher of his son. Thus Antiphon inherited both the learning of his father, and the discredit that was attached to the studies of the sophists. The attitude that he assumed was not adapted to attract to him the sympathies of his fellow citizens which his family had alienated from themselves. In fact, he was not contented with only teaching rhetoric, as Tisias or Gorgias had done, but he was the first to give the example of writing, for a pecuniary compensation, speeches for those persons who had to appear as parties before judicial tribunals, but did not feel capable of composing the pleadings which they were required to deliver. The pleader committed to memory the speech he had purchased, and delivered it as well as he could, endeavoring to produce the impression, that he was its author. There was in this a sort of trickery which the Athenians tolerated, while at the same time they felt some displeasure in not being able to dispense with it. It was the means of eluding the law which required that every Athenian should, in actions at law in which he was a party, appear in person in the courts, and should himself set forth his case; it was a fraud which exposed the judges to deception, occasioned by the secret skill and subtle art of the rhetorician, concealed behind the pleader, a simple citizen, or peasant, to whom they were disposed to listen without distrust. The Athenian judges felt that this was a net spread to entrap their good faith. They had a grudge against those persons who, in making a trade and merchandise of the use of language, forced them always to be on their guard against the circumventions prepared for equity, and for what was plainly right. Already looked upon with distrust, as a sophist and rhetorician, Antiphon rendered himself still more suspected by creating at Athens this new and profitable industry of the logograph, or manufacturer of speeches.

He was one of the principal leaders in the attempt, in the year 411 B. C., by the party of the four hundred, to suppress the democratic constitution at Athens, and to establish an aristocratic form of government. After the failure of this attempt, his eloquence was exerted in an endeavor to save himself from the just wrath of the victorious democracy. But it was ineffectual. According to the existing laws of his country, he but too much deserved death. For many months his friends and himself had caused to disappear the best men of the opposite party. Some of them had been smitten in the shade by ruffians enrolled and paid by the members of the heterie, or aristocratic clubs; others had succumbed under the judgments wrested by terror from the tribunals, the execu-

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tions of which judgments were naught but judicial murders. All the principal members of the party opposed to that of the four hundred, who had not sought in time a refuge in the Athenian army at Samos, had in their turn thus fallen. Soon the oligarchic leaders perceived that the resistance of this army, sincerely attached to democratic institutions, and directed by brave men, such as Thrasyllus and Thrasybulus, for example, might cause their projects to miscarry. Then Phrynichus and Antiphon went to Sparta as ambassadors. They offered, in exchange for the guarantee of their authority, to receive the Peloponnesian fleet into the Peiræus, and a garrison into the Acropolis. They were willing to deliver Athens into the hands of foreigners. If Athens was at that period saved, it was owing to the apathy and dilatoriness of the Spartans. This is what Antiphon had done. Was it not sufficient to justify all the requital, all the violence even, of the triumphant democracy? But a long period of free government had given to this Athenian people, so much calaminated, a profound respect for legality of procedure. Those very persons who had put to death without any trial many of the best of their fellow citizens, obtained the benefit of a public discussion and defence of their conduct. Of the principal leaders in the coup d'état that had brought Athens to the verge of ruin, Antiphon and a certain Archeptolemus were the only ones who did not withdraw themselves by flight from the just wrath of the people. Was it age and infirmities that retained Antiphon, or did he depend upon the power and charm of his eloquence? We know not. It is certain that he made no effort to avoid the danger, and that he presented himself on the appointed day before the tribunal that was to pronounce his fate. Notwithstanding his great ability as a rhetorician and an orator, Antiphon was not able to disarm the just wrath of his victorious democratic opponents, or to convince them of the good intentions of those persons who had assassinated their chiefs, and made every preparation for opening the gates of Athens to its cruel enemy. The judges declared in their judgment, we know not by what majority, the two persons arraigned guilty of high treason. After the judgment and sentence had been pronounced, the tragic poet, Agathon, approached Antiphon to tell him how much he had been impressed with his eloquence, and saddened by his condemnation. "The opinion of a single man of discernment," replied Antiphon, smiling, "is worth more to me than that of a crowd of common people."

The text of the sentence of Antiphon and Archeptolemus is still extant. It was as follows namely: That they should be delivered to the Eleven for execution; that their property should be confiscated, and the tenth of it consecrated to the Goddess Athene; that the residences of both of them should be demolished, and that upon the ground which these residences occupied, should be erected stone tablets, bearing the inscriptions respectively, "the house of Antiphon, a traitor to his country;" "the house of Archeptolemus, a traitor to his country;" that the demarcation of their respective demi should show the proper magistrate their houses; that the corpse of neither of them should be buried at Athens, or in any territory under the government of the Athenians; that both they and their descendants, whether legitimate or illegitimate, should be subject to disfranchisement; that the sen-

tence should be engraven on a bronze tablet, and that this tablet should be placed where was the tablet containing the decrees concerning Phrynichus.

As soon as this sentence was pronounced, Antiphon and Archeptolemus were delivered to the Eleven for execution. They were a body of officers who exercised nearly the same functions at Athens that were exercised at Rome by the triumviri capitelles. It was their duty to keep the prisoners delivered to them; to apply the torture when occasion required, to slaves and foreigners; and to cause the sentences pronounced against all kinds of criminals to be executed. The punishment by death was, by the mildness of the Athenian law, inflicted by poisoning with the cicuta, and the condemned criminal died in the prison, without acute pains, far from the cruel looks and insults of the crowd, sustained by the conversation of his friends, and attended by their pious hands, ready at the last moment to close his eyes. We know nothing of the last moments of Antiphon. At the moment when the corpse, the avant courier of the last sleep seized him, did he much regret the loss of life? We might doubt it, if those who appear the firmest were not liable to manifest inconsistency under the terrors of death; if it did not sometimes occur that they then forget what at other times they have said and written on this subject. Here is exactly the judgment which our orator, we know not in which of his writings, passed upon the condition of humanity: "Our existence; it is a day spent in prison; the length of our existence; it is a day only, during which we but raise our eyes toward the light, then yield at last to our successors." In another passage breaks forth this melancholy cry, which reminds one of Lucretius: "Yes, my dear friend, every human life marvellously justifies the reproach and the complaint, that there is nothing satisfactory, nothing grand or august in it, but only what is mean, miserable, and transitory, mingled with great sorrows."

But a small part of the works of Antiphon has been preserved to us, and we lack that one of his speeches which gave his contemporaries the highest idea of his merit. We have a sufficient number of them, however, to enable us to appreciate the clear conception and the vigor of his mind. With that habit of judicial discussion, with that skill in managing and arranging his ideas, with the profound knowledge that he possessed of all the resources and niceties of that beautiful Attic language, such a man, animated by the emotions of a struggle in which his honor and his life were at stake, must have exhibited in his defence at his trial, as is attested by Thucydides, a very high degree of eloquence. Of that eloquence we can find in the speeches that have been transmitted to us, but a distant reflection. They are sufficient, however, to account for the place which has been assigned to him at the head of the list of Attic orators, and for the reputation left by him. As a rhetorician, Antiphon, while abandoning one portion of the ground that had been cultivated by sophists, was able to cause the remaining portion to bear a better fruit. He relinquished philosophical argumentations, and those subjects that are addressed to the fancy, and whose treatment requires its exercise, for the purpose of applying all the sagacity of his mind to judicial discussions. He created the language and amplified the plan of these discussions, both by the lessons which he gave to his pupils, and by

the examples which he furnished them in becoming the first to write forensic speeches. Political eloquence, of which Demosthenes less than a century later, presents the noblest models that have ever been offered to the admiration of mankind, was itself to profit by these advances. The struggles of the bar have always been the school in which the masters of political eloquence have been formed. As a moralist, Antiphon is one of the predecessors of Plato and Aristotle; with a taste more precise and more vigorous than Gorgias, he labored, as did the latter, to render Attic prose capable of expressing general ideas; to comprise in terms both true and vivid the judgments which the intellect, from year to year more inquisitive and more watchful, passed upon men and things. In fine, if, as attested, both by the tradition of antiquity, and by the comparison of styles, he contributed to give us Thucydides, that is his finest work and most glorious title. S. T. LAMB.

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## TO OUR READERS, GREETING.

Having purchased the New York School JOURNAL, we shall unite with it the interests of the *Illustrated Educational News*, and those of the *College Review*, and publish it under the title of the NEW YORK SCHOOL JOURNAL AND EDUCATIONAL NEWS.

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There is a need, too, of a systematic discussion of the many vital principles that underlie our plans of education; the public opinion to which the whole subject is to be referred, needs to be enlightened, formed and corrected. The facts on which our educational progress depends needs to be forcibly presented, and the fallacious theories and impracticabilities that abound need be exposed. This we shall essay to do. We shall not attempt to give long and tedious articles on matters of theory, or give up our valuable space to unripe suggestions. We shall endeavor to present valuable facts in the most condensed and freshest form. Thus it will be of the highest value to those who desire information on the educational movements of the day, and to keep pace with our real progress.

It will be indispensable to business men who have little leisure; to ministers, lawyers and physicians, who, from the nature of their professions, are looked up to as leaders in the great movement; to school officers, and trustees, who need fresh and reliable information; and especially to teachers, who are the active and real educational forces in this wonderful movement in behalf of man's cultivation and improvement.

The department of Reviews will command particular attention and will be under the charge of Dr. E. P. Buffett and B. W. Throckmorton, Esq., whose well-known reputations as essayists are a sufficient guarantee that it will be well done. It will be the aim of the reviewers to avoid sensational and unreasonable commendations for the purpose of flattering individuals, but to confer in all cases, just criticism.

Among other writers who will still continue to write for the NEW YORK SCHOOL JOURNAL as they have for the *College Review*, may be mentioned, President James B. Angell of the University of Michigan; President Caswell and Professor T. L. Lincoln of Brown University; Professor H. L. Wayland editor of the *National Baptist*; Professor McCandlish of the College of William & Mary; Professor Wilson of Cornell University; Dr. P. C. Gilbert (one of the former editors of the *College Review*), and Professor Otto of the University of Brunswick, Germany.

To carry out the several objects of this periodical, and to establish an unquestionable authority upon School and College information, contributions and assistance are solicited from all who may feel an interest in this enterprise. It is the hope of the editors to receive the co-operation of all those connected with our schools and colleges, from whom all items of interest affecting students or student life will be gratefully received. Thus it is hoped that this paper may become an organ of communication between the different Universities throughout the land—a bond which shall cement in closer ties different school and collegiate interests, at present, in many cases too often wide apart.

We shall reach all the educational interests of our land, its public and private schools, academies Normal schools and colleges. Leading educational men in each of these different yet relative institutions have consented to become our correspondents or contributors. We shall thus be enabled to obtain and diffuse ideas that will be of incalculable value to teachers. Our renowned schools will be visited and described; the views of general press gathered into our columns; in fine, we propose to publish a live educational newspaper, furnishing all really valuable information concerning schools, teachers and text books.

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## TEACHER'S SALARIES.

It is one of the curious facts appearing in the history of mankind, that the remuneration of those who are the real uplifting forces in a tribe, nation, or people, is excessively small.

If a teacher or preacher has money it is a suspicious circumstance, and demands an explanation.

Said a sharp-eyed business man to a nephew who had decided upon teaching as a vocation, "You'll be a poor man; I never heard of but

one man who made any money in teaching, and he kept a boarding-school."

Occasionally, it is true, a man lives on nothing, saves his salary, buys something that rises in value and becomes rich; but the number of these is small. No man, indeed, will encourage his son or daughter to be either minister or instructor because there is no money in it.

Of all wearing occupations there is none, probably, equal to that of teaching; it wears out mind, nerves, and body. For want of good air, destined to breathe the atmosphere already devitalized by his pupils, his body wastes—he cannot have good blood; continually thinking of the relations of words, of fractions, of rivers, and of proper pronunciation, he wears away the substance of his brain; and anxious to animate, influence, control, and inspire, he finds his nerves wrought up into a state of high tension, if not entirely unstrung. So that after a successful day in the school-room he begins to feel more of such victories, and he is undone.

Now persons who thus expending themselves deserve to be well paid. As there is a surfeit of those who will fill the teacher's post while they are preparing for a more lucrative business, or waiting for the lucky (?) man who will marry them, prices necessarily rule low; in market phrase, "teachers dull and heavy." To remedy these evils, there should be a sifting process to root out those who are simply filling the places that should be occupied by skillful men and women, and then a really generous salary given to capable and efficient teachers, increasing it at the beginning of every new year of work.

Were it not so serious a matter, it would be laughable to contrast the prices paid for other labor and that paid to teachers. We find the prices paid to beginners range, in the State of New York, from \$250 up to \$3000. This last, be it noticed, is paid to scarcely over one hundred persons. While a cook, with a waist of a barrel, whose brogue is still on her tongue, can command her thirty dollars per month and board—equal in amount to at least six hundred dollars; and a man in the same profession can get \$2000, \$3000, and even \$4000.

But the real state of the case is just this: The school is the place where the best things of this generation are to be carried over to enrich, strengthen, and benefit the next. Should these brain builders be well-paid or not? If they are well paid we shall get good and true men and women who will work permanently and skillfully in their calling. If we pay them poorly we shall invite into the ranks of teachers those destitute of ability and conscience. General Taylor after reprimanding a soldier for swearing, was nonplussed by the question, "You don't expect a man to have all the virtues, and get but ten dollars, do you, General?" And our School Trustees every where may remember this short maxim, "Poor pay, poor work."



## LAKE GEORGE.

OBJECTS OF INTEREST TO THE TRAVELER.  
BLOODY POND. COLONEL WILLIAM'S MONUMENT, RELICS, ETC.

(Correspondence of the N. Y. School Journal.)

CALDWELL, LAKE GEORGE, July 25, 1874.

As I look out of the window of my room where I am writing, I see on my right the lofty brow and rocky side of French Mountain, which, though for a wide bleak space, naked and unadorned, yet in its bold and sullen grandeur imparts to the wild scenery of the place a still more picturesque and impressive appearance. On my left, to the west, is Rattlesnake Hill, which for its magnitude well deserves the name of mountain; while down the lake, as far as the eye can reach, the same bright, smooth basin of water extends, bounded on either side by lofty mountains and speckled by the little green-tufted islands, to the number of the days in the year. Among these primeval forests the mind instinctively wanders through the vista of the past, and dwells upon the stirring deeds that were enacted on this very spot by our ancestral kindred.

## THE OLD FRENCH WAR.

The narrow ridge of country which divides the waters of the Hudson from the tributaries of the St. Lawrence is indeed the classic ground of America. During the "old French war," when England and France were fiercely contesting for the supremacy of the New World, Lake George was the Thermopylae—the grand passage—between the British and French colonies. Its possession was therefore of the highest importance to both belligerents, and many and obstinate were the conflicts which took place at either extremity of this beautiful lake.

## THE BATTLES OF LAKE GEORGE.

Three battles—and for the age great ones—were fought near the site of the hotel where I am now staying. The first was fought and won by Sir William Johnson, on the 8th of September, 1755, against the French and Indian forces under Baron Dieskau. Judging by the result, it was a great one; for it was the first action in which Pomeroy, Lyman, Stark, and other yeomanry, measured arms with "regulars," and received their earliest lesson in coolness and self-reliance. About three miles from the lake, on the old military road, (still to be traced) from Canada to the early settlements of the Connecticut River, the action was begun by the French attacking a reconnoitring party sent out by Johnson under Colonel Williams and the Mohawk chieftain, King Hendrick.

## BLOODY POND.

The hottest part of this engagement took place on the margin of Bloody Pond (hence the name), a small circular lake, within a stone's throw of the road, and lying in the defile between French Mountain, on the east, and the lofty range of mountains that extend down from the west. The contending forces long fought across this pond, and its waters were literally crimson with blood. It has been said that the bodies of four hundred combatants were drawn out of the mud and reeds of the pond and buried upon its shores. The remains of the dead are frequently ploughed up in the neighboring fields and along the road, and children amuse themselves by playing with the bones and skulls of the disinterred warriors. Indeed, only yesterday, as I was walking to the

pond, I fell in with an old farmer, who told me that a few weeks since he had ploughed up two skulls, in one of which were two musket balls. Upon my arrival at the margin of the water the sun was beating down vehemently; the waters looked green and stagnant, and all would have appeared sickly to the eye but for the milk-white lilies reposing on the surface of the water, and breathing their sweet perfume upon the wild waste around. A few clusters of the *lobelia cardinalis*, commonly called the Indian Eye-Bright, full blossomed into beauty upon the margin of the pond, likewise served to enliven the scene. The "Indian Eye-Bright" is one of the most beautiful flowers in America. Its dyes are as richly crimson as the streams of life which once gushed into the fountain whose banks it now adorns.

## COLONEL WILLIAM'S MONUMENT.

About eighty rods from Bloody Pond, the rock upon which Colonel Williams was shot, while directing the movements of his men and Indian allies, yet remains. His body was found after the battle unmtlated, and was buried at the foot of a huge pine beside the military road. About thirty-six years ago, his nephew, Dr. Wm. H. Williams, of Raleigh, N. C., disinterred and carried off the skull. The ancient pine has fallen, but the stump remains. Mr. E. W. B. Canning, who superintended the erection of the monument on the part of the Alumni of Williams College, and who explored the ground carefully, informs me that, directed by an aged man who dug up the skull, he found the grave, and had it refilled, and a large pyramidal boulder set over it, with the inscription, "E. W., 1755."

The rock on which Colonel Williams fell is now surmounted by a marble monument twelve feet high. The earth has been excavated a little around the rock, so that the top of the rock is now seven feet from the ground. The monument was erected by the Alumni of Williams College, in 1854, and is an appropriate, tasteful, and worthy memorial of the man whose beneficence founded that college. It is surrounded by a good iron fence, which visitors find the means of climbing.

The following inscription is on the east side of the monument towards the plank road:

"To the memory of Colonel Ephraim Williams, a native of Newton, Mass., who, after gallantly defending the frontiers of his native State, served under General Johnson against the French and Indians, and nobly fell near this spot in the bloody conflict of September 8th 1755, in the 42d year of his age."

On the north side, towards the lake, is the following:

"A lover of peace and learning, as courteous and generous as he was brave and patriotic. Col. Williams sympathized deeply with the privations of the frontier settlers, and by his will, made at Albany on his way to the field of battle, provided for the founding among them of an institution of learning, which has since been chartered as Williams College."

On the west side, towards the old military road, was the following:

"Forti ac magnanimo Eph. Williams, Collegii Guttenbergi Conditor; qui in hostibus patrie repellendis, prope hoc saxum cecidit; grati alumni posuerunt, A.D. 1854."

On the south side, toward the toll-gate, is the following:

"This monument was erected by the Alumni of Williams College; the ground donated by I. H. Rosencrans, M. W. Ferrine, T. Haviland."

The monument, two years since, made a beautiful appearance from the road, and was admired by all travelers; recently, however, the underbrush has grown so rank around the

fence 'as entirely to conceal the rock and all but the very apex of the monument. I observed, too, with pain, that the marble shaft is sadly defaced by names written in pencil all over it. The Alumni of Williams should look to this at once, and send a committee up here to cut away the brush, and restore the marble to its former beauty.

## RELICS.

At a house near by the monument, preserved, as they should be, with holy care, are such of the bones of the slain, balls, shells, etc., as have been from time to time collected. And speaking of memorials, one was picked up some years ago that spoke loudly for itself, and told emphatically what it was made for. This was a bombshell which was found in the lake near the shore, under Fort William Henry, and which was probably discharged at the Fort at the time when Montcalm besieged it. The shell must have lain at the bottom of the Lake about ninety years. Those who found it undertook the experiment of testing its efficiency, and applied a fuse to it. To their astonishment it exploded, and a piece of it passed through the side of a house near by and lodged in a chamber. This piece of shell is now in the cabinet of the Brooklyn Historical Society, where it can be seen. The composition of this shell was found to be different from those now in use, the iron being mixed with some brittle and earthy material.

Before going back to the hotel I stopped to examine the relics, and the view was one of deep and melancholy interest. Several of the larger bones—of thighs and arms and shoulder blades—were perforated with bullet holes, rifle balls, evidently, by the size. Every skull which I examined, save one, bore the mark of the deadly tomahawk, and taught me the process of the savage operation. The Indians seem not to have struck vertically downward, but by a glancing side blow, chipping out a piece from the crown of two or three inches diameter. One of the skulls had received two strokes of the hatchet, a cut as just described upon the crown, and a second in the side of the head just by the ear.

## ANECDOTE OF THE OLD FRENCH WAR.

On my return, I passed by the house of an old settler, many years dead, of whom the following amusing story is related:

In the course of the "Old French War," he was once captured by the Indians. Like Hamlet's Yorick, he was a fellow of a comic turn, and of infinite humor, and as strong and athletic at least as the shorn Sampson. And as with Sampson, the Philistines into whose hands he fell, would fain from day to day, bring him forth to make them sport. He sang capital songs, among which was one called "The Swagging Man," each verse ending—

"And away went the swaggering man."

This was a favorite song with his captors, and they urged him repeatedly to sing it—which he very cheerfully did—for he was as full of fun as any of them—instituting, however, that they must enlarge their circle and give him space "to act the part." And thus he did to admiration—at least in one instance. Having by his conduct allayed all suspicion of sinister intentions, and induced his guards to give him ample room wherein to exercise his limbs while singing their favorite song, as he sang the last line—

"And away went the swaggering man."

—imitating the action to the words, he sprang

from the circle with the leap of a panther, and bounded away with a fleetness that distanced pursuit, and gained his liberty.

#### THE ENGLISH BURIAL GROUND.

Before reaching the hotel, I passed through what is called "English Burial Ground," or rather its site, for there are no gravestones in it. A rough stone formerly stood on this spot, where Dieskau formed his troops for battle, with the inscription, "Jacques Cortois, 1755;" but the stone has disappeared, having been destroyed, not by Indians, but by modern Vandals. Wm. L. S.

The *Daily Saratogian* whose report of the Intercollegiate Boatrace we have copied and which is by far the most graphic and best account of the affair, says editorially:

"As fine a race as ever was rowed," was the ejaculation of an old oarsman at the conclusion of the Regatta. The race was superb in most of its aspects. It was a contest between gentlemen, most if not all of them at that age when, however good the breeding, the blood is hot. We cannot find it in us to deplore the good and ancient rivalry between the two elder colleges, Harvard and Yale, nor are we disposed to mourn that Columbia carried off the honors of the day. Harvard and Yale displayed pluck and determination that approached the verge of passion. But the *esprit de corps*, the earnestness, the singling out of each by the other, even though they may thereby have lost the race, was simply glorious. It was magnificent. The genuineness of this rivalry was refreshing. It was only a boat-race, but had the fate of kingdoms depended upon the efforts of any one of the twelve, he could not have bent to his endeavor with a more ardent spirit. Fortune, singularly enough, threw Yale and Harvard together at the start, and ere the race was half over, they had locked oars, and were wrestling on the surface of the lake. It was a stormy moment, and some think that had not Yale and Harvard been so intent upon each other, one of them might have won the race. We do not know as to that. Columbia and Wesleyan rowed away from Harvard and Yale, and hot young blood was at boiling heat among the wearers of the Blue and Magenta. Both lost the prize, Yale being disabled while leading the van. We do not say that Columbia would not have won had Yale and Harvard not run foul of each other, nor do we say who is to blame for the foul. That is not within our province to decide. But from the result of the struggle we are impressed with the belief that neither Yale nor Harvard can afford to stop on the road to wrangle. They can find worthy rivals outside of Cambridge and New Haven. We are loth to believe that any gentleman on either the Yale or Harvard crew would purposely do an unfair act, and while we greet and congratulate the splendid crew that carries off the prize, we can only wish that another year may witness a College Regatta on Saratoga Lake with no claim of "foul" to register against the name of any crew that pulls.

The drawings of the Boston public school recently exhibited in Horticultural Hall have attracted much attention, and have been warmly commended. Every public school in the city was represented by work from all the classes, except the two lower primary. The general excellence of the work considered merely as drawings was great, but interest in the exhibition was more especially awakened by the number of original designs, many of which evinced great proficiency. If the account of the excellence of these designs is accurate, as we have reason to believe it to be, drawing will take a prominent place among our common school studies.

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#### BOOKS RECEIVED.

*Complete Arithmetic, Theoretical and Practical*, by William G. Peck. A. S. BARNES & Co., New York City.

*An Introduction to Astronomy*, by Denison Olmstead, LL.D. COLLINS & BROTHER, New York City.

*Twentieth Annual Report of the State Commissioners of Grammar Schools for 1873*. NEVINS & MYERS, Columbus, O.

*Catalogue of the Rensselaer Polytechnic Institute*, Troy, N. Y.

In the City of Berlin there are at present 77 free Communal Schools, with as many head masters, 686 assistant male teachers, and 182 lady assistants. To the latter must be added 285 governesses and 44 monitors for needlework. The whole number of teachers, male and female, is therefore 1,279. Since the first of April last the number of schools has increased by 4, that of the classes by 76, that of the attending children by 1,434. The average distribution is—schools of 640 pupils, and these divided into 12 classes. In addition to the 48,420 scholars who receive gratuitous instruction in the Communal Schools, 8,500 are educated from the rates in special institutions, and about 2,000 more in the Municipal Orphan Asylums. Altogether, therefore, the Commune of Berlin supplies a free education to close upon 60,000 children. The annual expenses are put down at 860,000 thalers—that is to say, about 15 thalers (or £2 5s.) per head. For the scholars of the Communal higher schools the capitation fee amounts to 40 thalers or £6. The average income of the Berlin head master is less than 1,200 thalers (£180), and that of the class teacher falls just below £110.—*National Educational League*.

Chas. R. Brown, formerly principal of the Phillips School, Salem, has settled in the practice of medicine in Lynn.

Miss A. Meston is confirmed as teacher in the Winthrop district, Boston.

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(From the Massachusetts Teacher.)

## THE EDUCATIONAL VALUE OF MUSIC.

BY PROF. B. C. BLODGETT.

When Dr. Lowell Mason returned from his studies in Europe, in 1840, there was no stronger desire in his heart than to introduce the study of music into the public schools of his native land, as he found it in all the schools of every grade in Germany. This became one of the most determined purposes of his professional life, and (though he did not live to carry it out in full) the amount of success that crowned his efforts, in spite of prejudice and opposition, as well from the musical as the unmusical, was, in his often-expressed opinion, the great achievement of his life. His first success was only to secure a half-hour of recess from study, once a week, in some half a dozen schools in and about Boston, in order "that he might amuse and interest the pupils by singing to and with them." His thought, however, was not merely to entertain the scholars,—not to provide an interesting and innocent manner of spending a recess,—but to make music a *branch of study*, co-ordinate with the others pursued in the school. In these thirty odd years, since that time, the public sentiment in regard to the matter has undergone great changes, so that the question now is not at all as he found it, nor indeed precisely as he left it. It is now so universally admitted that singing is an important element in the emotional and moral atmosphere of the school-room, that no wise teacher is willing to do his work without it; but there seems yet to be very little opinion and no systematic work whatever, that is based upon a correct estimate of the value of music as a means of *education and culture*, co-ordinate with history, poetry, and mathematics. The most advanced feeling seems to be that it is a valuable and (perhaps even) ennobling recreation, and, in some cases, a useful acquirement for the entertainment of friends, or the possible procurement of a livelihood in the event of need; but the aim of the present paper is to show that this estimate is only secondary, and wholly unworthy; that music should take rank among the most important means by which educators seek to secure for their pupils symmetrical development of mind and character. Let it be understood at the outset, that by *music* is here meant not merely the power to sing or play, but a comprehensive (though not necessarily exhaustive) study of the principles and practice of the art.

The foundation of all the objection to our proposition, that deserves notice, is the feeling that art has reference only to the æsthetic side of our nature, is wholly unpractical, appeals only to the emotions and the imagination. If this were true, our position would still be in strict analogy with everything about us; for is not the marriage of majesty and beauty, of strength and loveliness, everywhere apparent in nature; and not only without conflict, but with a vast increase of mutual attractions? Strength exalts and heightens beauty, and beauty lends its varied charms to strength. So in the curriculum, the beautiful as well as the useful should be provided for; for the latter (unless distorted and rendered unworthy of its place in a system of study that aims at culture rather than mere information) includes the former, and is only complete when in harmonious accord with it. Allowing, then, to the so-called practical studies their due value, we cannot, without harm, be unmindful of that side of our mental and

spiritual life which has its principal outlook towards the beautiful, or fail to make provision for it in our plans of education and refinement. Indeed, it may further be said that the highest forms of the true and the good as well as the beautiful are not found in the *actual* but in the *ideal*; hence the peculiar value of those art studies which are calculated to develop and refine the imagination, and fill the mind with forms of symmetry and beauty. If there ever was a time when "Cui bono?" was the all-important question, that time is not now; sheer utilitarianism is very far from being the noblest philosophy of our day.

But in the second place, we totally object to the statement that music is purely unpractical, wholly æsthetic; and the argument upon which this objection is based is alike drawn from reason and history. It is well known that the great reformer, Luther, attached great importance to music as a means of education. He says, "It is beneficial in the highest degree to keep youth in continual practice in this art, for it renders people intellectual; therefore it is necessary to introduce the practice of music into the schools; and a schoolmaster must know how to sing or I do not respect him." The laws of musical form and performance, from the simplest principles of notation and rhythm to the grandest attainments in logical construction and interpretation, are purely mathematical, and do therefore from the outset (when properly taught) bring into exercise and tend to develop the same powers—attention, exactness of thought, and precision of expression—as do geometry or algebra, though, unlike these, they are clothed with the most beautiful drapery of art; and the stalwart trunk of certitudes and fixities is covered with a living foliage and fruitage of the most delicate refinement. There is no essential difference whatever between the process by which a musician unfolds and develops his theme, and that by which the essayist or poet does the same thing, save what belongs to the more or less subtle forms and delicate shades of expression of which they severally make use; the same forcefulness and conciseness of theme-enunciation, logical consecutiveness in unfolding and elaboration, comprehensiveness and effectiveness at climactic points, together with all that pertains to the imagination in illustration and ornamentation; belong as absolutely to musical as to literary composition; so that whatever gain, in any phase of mental strengthening or equipment, is properly to be expected from study of the latter, is also of the former. Then the physical features of our study—the training of certain muscles, whether of the vocal apparatus or of the hand and wrist, the difficulty attending which cannot be at all understood by those who have never attempted it—surely ought not to be left out of view, if we would form an estimate of its educational value. Self-control, concentration of thought and effort, self-consciousness, moral and mental vigor,—all these are the natural product of much persistent and unwearying practice, which must be continued year after year before even a respectable *technique* can be attained; and these are the essential elements of true culture. "If music be a language," says an eminent writer recently, "if it be, moreover the language of the passions, as authors have described it, we must not therefore imagine that sound conveys *only* sentiment. Music has a phraseology as varied and perhaps even more

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diversified than words can assume. Language defines the thought precisely: music, on the contrary, addresses a whole class of perceptions. A certain series of notes will excite our sensibility to a general but undefined feeling of grandeur or pathos or elegance, without, perhaps, producing one single perfect image—emotions merely; yet it is obvious that these emotions attend as certainly on passages of a given kind as that definite ideas are conveyed by a particular set of words. It happens, then, that there is the same choice in musical as in conversational or epistolary phraseology; and we apprehend that elevation and polish are attained by the same means in one case as the other,—by a naturally delicate apprehension, by memory, by a power of assimilating what is great or elegant, and by a diligent study of the best models." Dr. Samuel Johnson, an authority whose strength of intellect and purity of character none will question, says: "The science of musical sounds, though it may have been depreciated as appealing only to the ear, and affording nothing more than a momentary and fugitive delight, may with justice be considered as the art that unites corporal with intellectual pleasures." In Napoleon's oft-quoted address at Milan in 1797 occurs this passage: "Of all the fine arts, music is that which has most influence on the passions, and which the legislator ought most to encourage. A musical composition of an intellectual character, if the work of a master, never fails to touch the feelings; and it has more influence on the mind than a good moral book, which convinces our reason but does not influence our habits." It would be easy to summon a formidable array of such testimony from men who, though not musicians saw the value and power of music as a factor in the educational work. We forbear altogether to mention the uniform and enthusiastic witness of all musicians, from Gregory to Wagner, lest it should be judged partial and one-sided; but this witness is wonderfully full and concurrent, being the conviction of those who know the value of the art, as personal pupils and teachers.

And the argument from history is equally conclusive. The story of such men as Handel, Bach, and Beethoven, who developed gigantic powers of mind with scarcely any other opportunities or means of education than those afforded by their beloved art, proves our statement decisively. Not to speak of the grandeur of their conceptions (which may be attributed to *original genius*, whatever that may be), their power of unfolding them, and their mastery of all forms of expression as shown in the exhaustive analysis and majestic elaboration of their themes, were simply colossal. Nor are they exceptions, save in degree, to the thousands who, in their various spheres, have opened mind and heart to the formative, disciplining, and at the same time refining and chastening, influence of true music. But we shall here be met with the objection that the musicians whom we know are not ordinarily men of thought, that they often seem to lack sadly in general culture and training, not to say, also, in moral character. In answer to this, it is important to observe that many who claim to be musicians are such only in name; the power of musical culture is not to be fairly judged by them. A true musician, one who is able and accustomed to interpret the sublime conceptions of the great masters, and whose innermost soul responds to them, "as face answereth face in a

glass," is always a person of mental strength and culture, even though (as is rarely the case) he is ignorant of books, and unused to what is called cultivated society. It is safe to say with one of the best American critics, that, "In the vast majority of cases, in which the best of Bach, Beethoven, Chopin, Mendelssohn, has passed into one, and there become assimilated with his inmost life and individuality, there can lack no human culture that would be rich enough to exchange for it;" and especially is this true when we remember that by virtue of this one possession he is sensitively open, mind and heart, to every truth and beauty in nature, poetry, art, history, philosophy, or science. In saying this, however, we must not be understood to plead for the *exclusive* study of music. There are doubtless many people over whom art cannot exercise much influence, because of their natural make-up, or their mental and spiritual constitution or habits; and even in the most favorable case, and in all cases, the great value of a general culture is gladly conceded. Our object is simply to show that music is a branch of study, as earnest and important in the great work of mind-culture as any other, and not a mere accomplishment or superficial adornment. Let it be so regarded by parents and teachers, and the senseless waste of time in "piano-thrumming," and foolish, hyper-sensational vocalism, will at once cease; and its place will come (in the case of those who are able to use it) a serious, earnest study of what Schiller called "The Royal Art of all Arts," which is capable of placing the student in an atmosphere most congenial to the best and most symmetrical development; as he comes under the ennobling and refining influence of the grandest and most inspiring thoughts, couched in forms of expression far more delicate and intrinsically graceful than is any form of speech, opening up the richest sources of mental and spiritual enjoyment, in the revelation (more or less complete) of that Divine Mystery, the Beautiful,—until the era hears it, the mind conceives it, the inmost soul rejoices in it, and the whole being feels it, as it were the breath of God.

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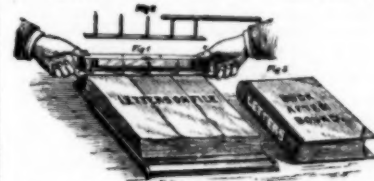
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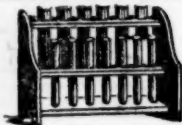
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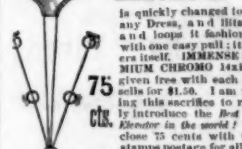
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